

## **ADULT EDUCATION AND LITERACY ANNUAL PROGRAM EVALUATION**

### **RATIONALE**

The Missouri State Plan for Adult Education and Title II (Adult Education and Family Literacy Act) of the Workforce Investment Act mandate annual evaluation of all Adult Education and Literacy program activities. The purpose of annual evaluation is to enhance continued and systematic Adult Education and Literacy program effectiveness. The evaluation process is intended to support local efforts to integrate all activities to continuously increase the quality level and scope of adult education service delivery to all Missouri adults who need those services.

### **INSTRUCTIONS AND GUIDELINES**

The accompanying evaluation instrument should be completed over an extended period of time to afford the program administrator sufficient time for analysis of and reflection on program activities, interviews with teachers and other staff, and interviews with all stakeholders (the evaluation document is not to be construed as a checklist). A thorough evaluation should commence on or about the middle of November and finished no later than the middle of March each year.

When the evaluation process is complete, a file of supportive documentation will have been compiled and plans for corrective action or program improvement plans will have been developed. The State Director of Adult Education or his representative may visit the local program to review the evaluation process, documentation, and related outcomes.

The completed and appropriately signed evaluation documents are due in the State Office of Adult Education not later than 12:00 noon, the first working day of April of each program year.

# ADULT EDUCATION AND LITERACY ANNUAL PROGRAM EVALUATION

PROGRAM \_\_\_\_\_

PROGRAM YEAR \_\_\_\_\_

INSTRUCTIONS: In the "Yes" or "No" column enter the date the evaluation was accomplished for each item (i.e., 3/16/99). When "No" is indicated, an explanation must be presented on the backside of the form, clearly identified by the item number.

## A. ADMINISTRATION

- |     | Yes   | No    |   |
|-----|-------|-------|---|
| 1.  | _____ | _____ | The school district/parent organization has established goals for and supports Adult Education and Literacy (AEL) by providing class space and other services.                          |
| 2.  | _____ | _____ | Goals and objectives have been established for each class site/teacher.   |
| 3.  | _____ | _____ | The philosophy and activities of the program are compatible with Appendix A of the Missouri State Plan for Adult Education.   |
| 4.  | _____ | _____ | The program administration has organized an Advisory Board which has a broad representation of stakeholders and geographic areas served.  |
| 5.  | _____ | _____ | The AEL Advisory Board meets at least twice yearly and actively supports the program.   |
| 6.  | _____ | _____ | All teachers are included in the planning and problem-solving activities of the program.  |
| 7.  | _____ | _____ | Program expenditures relative to budgeted items are regularly monitored and managed in compliance with the State Plan, Appendix A, "Categories of Allowable Expenditures," pages 7 - 9. |
| 8.  | _____ | _____ | New teachers are hired in an objective manner as specified by a documented procedure and as detailed in the State Plan, Appendix A, page 19.  |
| 9.  | _____ | _____ | Each teacher has a program handbook which includes a job description and procedures/instructions for every aspect of the teacher's job.   |
| 10. | _____ | _____ | Each teacher evaluation is regularly accomplished and documented, including required corrective action when necessary.  |
| 11. | _____ | _____ | The administrator, or a designated representative, is accessible to all teachers as an educational leader, mentor, and coach.   |
| 12. | _____ | _____ | Program activities are communicated to and coordinated with teachers and other staff on a regular basis.  |
| 13. | _____ | _____ | The administrator assures that all classes begin each program year with an experienced, AEL certified teacher.  |
| 14. | _____ | _____ | The use of substitute teachers meets the requirements of the State Plan, Appendix A, page 20, paragraphs 2 and 3.   |
| 15. | _____ | _____ | Each new teacher receives an orientation to the AEL program based on a documented procedure.  |

16. \_\_\_\_    \_\_\_\_    The administrator, or assigned representative, accompanies each new teacher to the first class session and each succeeding class session until the new teacher can function effectively in the class alone.
17. \_\_\_\_    \_\_\_\_    The administrator assures that all teachers complete and submit enrollment, assessment, and exit scantron forms *properly and in a timely manner* for each student.
18. \_\_\_\_    \_\_\_\_    Student sign-in forms for each class are properly completed by students and teachers in all classes.
19. \_\_\_\_    \_\_\_\_    The administrator assures that no class includes more than 15 students per teacher per hour, or that a second teacher is present when class attendance exceeds 17 students for 20 hours in a one-month period.
20. \_\_\_\_    \_\_\_\_    The administrator assures that no barriers exist, for any class site, to adult learners because of race, age, religion, ethnicity, learning disability, physical disadvantage, or other special need.
21. \_\_\_\_    \_\_\_\_    The administrator assures that follow-up is conducted to demonstrate and document student placement in, retention in, or completion of post-secondary education, training, unsubsidized employment, or career advancement of all students completing the program or obtaining a GED.

#### **B. RECRUITMENT, RETENTION, AND STUDENT PROGRESS**

1. \_\_\_\_    \_\_\_\_    A survey was conducted of businesses, social service agencies, K-12 schools, governmental units, and other entities to develop estimates and profiles of adults who need Adult Education services.
2. \_\_\_\_    \_\_\_\_    A variety of recruitment strategies are planned and implemented throughout the year for all classes of students.
3. \_\_\_\_    \_\_\_\_    Each teacher has a documented recruitment plan which is implemented.
4. \_\_\_\_    \_\_\_\_    The program administrator and each teacher determine from student interview data which recruitment strategies are most effective.
5. \_\_\_\_    \_\_\_\_    Follow-up is accomplished for drop out lists, Dollar General leads, and literacy hot line leads received from the state office.
6. \_\_\_\_    \_\_\_\_    All new students receive an orientation to Adult Education and Literacy.
7. \_\_\_\_    \_\_\_\_    The atmosphere of each class site is conducive to learning.
8. \_\_\_\_    \_\_\_\_    All teachers are friendly, caring, and consider each student's needs.
9. \_\_\_\_    \_\_\_\_    Each teacher has a documented follow-up plan, and contacts each student who leaves the class before his/her goals are accomplished.
10. \_\_\_\_    \_\_\_\_    Students in all classes receive tangible recognition for achieving established goals.
11. \_\_\_\_    \_\_\_\_    Each student is interviewed to ascertain his/her goals and needs.
12. \_\_\_\_    \_\_\_\_    Each student is administered a standardized assessment which is used to develop an individualized study plan and establish a beginning skill level.
13. \_\_\_\_    \_\_\_\_    An individualized study plan, along with all records related to the student's attendance and academic achievements, are located in a folder for each student. A form which chronologically tracks the students achievements should be included.

14. \_\_\_\_ \_\_\_\_ If TABE tests are used, the LOCATOR is used in all classes to determine the proper level test to use.
15. \_\_\_\_ \_\_\_\_ All students are administered pre-tests and post-tests to determine academic progress.

### **C. QUALITY OF CURRICULUM AND INSTRUCTIONAL ACTIVITIES**

1. \_\_\_\_ \_\_\_\_ Each class has an adequate, current supply of textbooks to serve the needs of all classes of students and academic levels (i.e., ESL, literacy, GED, learning disabled or other special needs).
2. \_\_\_\_ \_\_\_\_ Each teacher uses a broad range of instructional strategies to address the needs of all students (group learning, technologies, one-on-one instruction, etc.).
3. \_\_\_\_ \_\_\_\_ All teachers have access to and use teaching aids to serve the needs of all students (i.e., ESL, literacy, GED, learning disabled, or other special needs).
4. \_\_\_\_ \_\_\_\_ Learning disabled students are assessed to determine their needs and to develop effective, individualized instructional strategies.
5. \_\_\_\_ \_\_\_\_ All teachers identify and address the special learning needs of all students.
6. \_\_\_\_ \_\_\_\_ All teachers participate in the selection of curricular materials.
7. \_\_\_\_ \_\_\_\_ Trained volunteer tutors are used in classrooms to serve the needs of literacy, ESL, or other students with special needs.
8. \_\_\_\_ \_\_\_\_ Up-to-date GED Practice Tests are used appropriately to gauge students readiness to pass the GED test.
9. \_\_\_\_ \_\_\_\_ A documented procedure has been planned and implemented to transition learners from one level of instruction to another.
10. \_\_\_\_ \_\_\_\_ Instructional strategies and activities are learner-centered and directly linked to learners' needs and goals.

### **D. FACILITIES**

1. \_\_\_\_ \_\_\_\_ All class sites are easily located and clearly identified by posters or signs.
2. \_\_\_\_ \_\_\_\_ All class sites are accessible to all students with special needs.
3. \_\_\_\_ \_\_\_\_ All class sites offer adult students an atmosphere conducive to learning with adequate light, ventilation, and temperature controls.
4. \_\_\_\_ \_\_\_\_ Secure storage is available for equipment and curricular materials.
5. \_\_\_\_ \_\_\_\_ Adult restrooms are available to all classes of students (ADA accessible).
6. \_\_\_\_ \_\_\_\_ Classroom furniture is appropriate for all classes of Students (ADA).
7. \_\_\_\_ \_\_\_\_ All classroom materials and equipment are accessible to all classes of students (ADA).

## **E. INTER-AGENCY COLLABORATION**

1. \_\_\_\_ Collaborative linkages are established with social service agencies, other educational entities, community based organizations, and other state and federal programs such as Job Service, Private Industry councils, local literacy councils, and local K-12 school districts.
2. \_\_\_\_ Memorandums of Understanding are in force in compliance with the Workforce Investment Act.

## **F. SUPPORTIVE SERVICES**

1. \_\_\_\_ Childcare is available on the site or coordinated with agencies.
2. \_\_\_\_ Transportation is available or facilitated by the program.
3. \_\_\_\_ Linkages are established with social service organizations to eliminate or diminish barriers to success for adult learners.
4. \_\_\_\_ Adult learners are informed on a regular basis of other educational or vocational training opportunities.

## **G. USE OF VOLUNTEERS**

1. \_\_\_\_ Trained volunteers are available to all class sites for one-on-one tutoring and other duties.
2. \_\_\_\_ Volunteers activities are planned and coordinated by the program administrator or a designated representative.
3. \_\_\_\_ Volunteers collaborate with and assist teachers.

## **H. PROFESSIONAL (STAFF) DEVELOPMENT ACTIVITIES**

1. \_\_\_\_ A formal needs assessment is conducted and documented annually to ascertain training needs and to improve program effectiveness..
2. \_\_\_\_ In-service training and other staff development activities are planned to address programmatic strengths and weaknesses.
3. \_\_\_\_ All teachers and staff have input to the staff development planning process.
4. \_\_\_\_ Local teachers are afforded opportunities to share expertise
5. \_\_\_\_ At least two in-service trainings per program year are coordinated with the state office and/or the Adult Education Resource Center.

## **I. PROGRAM EVALUATION**

1. \_\_\_\_ The administrator, or a designated representative, accomplishes and documents an evaluation of each class site at least twice per year.
2. \_\_\_\_ The administrator uses reports from the state office, information from class site evaluations, teacher input, and input from collaborating agencies to develop, document, and implement program improvement plans.

3. \_\_\_\_\_ The administrator or designated representative administers and evaluates "Student Satisfaction" surveys at least twice each program year.
4. \_\_\_\_\_ The administrator assures that follow-up is conducted to demonstrate and document student placement in, retention in, or completion of post-secondary education, training, unsubsidized employment, or career advancement of all students completing the program or obtaining a GED.

### **PROGRAM PERFORMANCE STATISTICS**

1. Attach a list which indicates the retention rate, pretest rate, and posttest rate for each class as of December 15<sup>th</sup> of the current program year.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF SUPERINTENDENT  
OR CHIEF OPERATING OFFICER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF PROGRAM  
ADMINISTRATOR

